

Changes 2020-2025

State Performance Plan (SPP) and Annual Performance Report (APR)

May 2021

Warm Up- Poll

- In what area(s) of Special Education do you think Georgia has made the most progress in the last two years?*
- What area(s) of Special Education do you think need more emphasis in the next two years?*

***Chose from the groupings below:**

- High School & Life Outcomes (Indicators 1, 2, 13, & 14)
- Disproportionality (Indicators 4, 9, & 10)
- Environment & Timelines (Indicators 5, 6, 11, & 12)
- Preschool Outcomes, Parent Involvement, Resolution Sessions/Mediation (Indicators 7, 8, 15, 16)
- Assessment (Indicator 3)

Warm Up- Poll

- In which two area(s) of the SPP/APR do you want to provide more feedback?*

***Chose from the groupings below:**

- High School & Life Outcomes (Indicators 1, 2, 13, & 14)
- Disproportionality (Indicators 4, 9, & 10)
- Environment & Timelines (Indicators 5, 6, 11, & 12)
- Preschool Outcomes, Parent Involvement, Resolution Sessions/Mediation (Indicators 7, 8, 15, 16)

Please use either the link below or the QR code to provide your choice.

<https://forms.office.com/r/nDRhhG2Lbc>



Goals of the Presentation

- **Review the Components of the SPP/APR**
- **Provide an overview of the changes in the State Performance Plan/Annual Performance Report (SPP/APR) 2020-2025**
- **Identify implications of the changes to the SPP/APR that will impact Georgia's data for students with disabilities**
- **Identify an area(s) of the SPP/APR for which you would like to participate as an adviser for the new SPP/APR**

What is the State Performance Plan (SPP)/ Annual Performance Report (APR)?

State Performance Plan/Annual Performance Report

- Developed for a 6 Year Interval with a Measurement Table
- 17 Total Indicators --Targets for Each Indicator
- Composed of Results and Compliance Indicators
- Results Indicator Targets--such as Graduation Rate can be set by the State
- Compliance Indicator Targets--such as Child Find (100%) are set by OSEP



What is the State Performance Plan (SPP)/ Annual Performance Report (APR)?

State Performance Plan/Annual Performance Report



- Annual Performance Report Submitted Each Year
- Includes Trend Data for Each Year
- Developed with Input from SAP
- OSEP Reviews the State's SPP/APR
- States Receive a Determination (i.e., Meets Requirements, Needs Assistance) from OSEP

Data Reporting Year for SPP/APR Indicators



Most Indicators use data from the most recently completed full school year (SPP/APR due Feb. 2022 will be based upon SY 2020-2021):

- Indicator 3 (Assessment)
- Indicator 5 (School Age Settings)
- Indicator 6 (Early Childhood Settings)
- Indicator 7 (Preschool Outcomes)
- Indicator 8 (Parent Involvement)
- Indicator 9 & 10 (Disproportionate Representation)
- Indicator 11 (Child Find)
- Indicator 12 (Part C to B Transition)
- Indicator 13 (Secondary Transition with IEP Goals)
- Indicator 14 (Secondary Transition)
- Indicator 15 (Hearing Requests Resolved)
- Indicator 16 (Mediation Agreement)

Data Reporting Year for SPP/APR Indicators



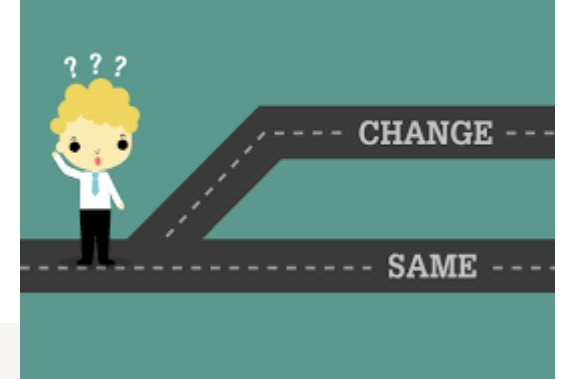
Three Indicators use lagging data from a year prior to the most recently completed full school year (SPP/APR due Feb. 2022 is based upon SY 2019-2020):

- Indicator 1 (Graduation Rate)
- Indicator 2 (Dropout Rate)
- Indicator 4 (Disproportionate Suspension/Expulsion)

SPP/APR 2020-2025



SPP/APR INDICATORS



Overview of the New SPP/APR Changes

SPP/APR changes	Ind. 1	Ind. 2	Ind. 3	Ind. 4	Ind. 5	Ind. 6	Ind. 7	Ind. 8	Ind. 9	Ind. 10	Ind. 11	Ind. 12	Ind. 13	Ind. 14	Ind. 15	Ind. 16	Ind. 17
No changes							X		X	X	X	X			X	X	
Minor changes / clarifications				X	X								X				X
Changes to response rate and representativeness								X						X			
Change to data source	X	X															
New components			X			X											

Summary of Changes to the New FFY 2020-2025 State Performance Plan/Annual Performance Report retrieved from <https://ideadata.org/news/item/2280/summary-of-changes-to-the-new-ffy-2020-2025-state-performance-planannual-performance>

SPP/APR INDICATORS



Indicator 7: Preschool Outcomes

Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/ communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs. (20 U.S.C. 1416 (a)(3)(A))

Indicator 9: Disproportionate Representation

Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. (20 U.S.C. 1416(a)(3)(C))

Indicator 10: Disproportionate Representation in Specific Disability Category

Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. (20 U.S.C. 1416(a)(3)(C))

Categories are Speech/Language Impaired, Specific Learning Disabilities, Intellectual Disabilities, Autism, Other Health Impaired, Emotional Behavioral Disorder.

SPP/APR INDICATORS



Indicator 11: Child Find

Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. (20 U.S.C. 1416(a)(3)(B))

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays. (20 U.S.C. 1416(a)(3)(B))

SPP/APR INDICATORS



Indicator 15: Resolution Sessions

Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements. (20 U.S.C. 1416(a)(3)(B))

Indicator 16: Mediation

Percent of mediations held that resulted in mediation agreements. (20 U.S.C. 1416(a)(3)(B))

SPP/APR INDICATORS

with small changes or



Indicator 4A: Suspension/Expulsion

Rates of Suspension/Expulsion- Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs.
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

Indicator 4B: Suspension/Expulsion

Rates of Suspension/Expulsion- Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

Changes and Clarifications

- Terminology change from “district” to “local educational agency (LEA)”
- Clarified that the significant discrepancy is defined by the State
- “Long-term suspensions and expulsions” is defined as “more or greater than 10 days during the school year”
- Instructions have been revised to include “cell size” in addition to “n size”

SPP/APR INDICATORS

with small changes or



Indicator 5: Education Environments (School Age) Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served:

- A. Inside the regular class 80% or more of the day;
- B. Inside the regular class less than 40% of the day; and
- C. In separate schools, residential facilities, or homebound/hospital placements. (20 U.S.C. 1416(a)(3)(A))

Changes and Clarifications

Change in the 6-21 Education Environment to collect 5-year-old children in kindergarten in the School Age count. 5-year-old children in PK will remain in the 3 through 5-year-old Early Childhood count. This is a change in wording on the template. Changes in the count were in effect last year.

SPP/APR INDICATORS

with small changes or



Indicator 13: Secondary Transition

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. (20 U.S.C. 1416(a)(3)(B))

Changes and Clarifications

Clarification that there must be evidence that, if appropriate, a representative of any participating agency likely to providing or paying for transition or pre-employment transition was invited to the IEP meeting. **Georgia has been reviewing evidence of inviting agency participants for several years. The SPP/APR change will not be new for Georgia.**

SPP/APR INDICATORS

with small changes or



Indicator 17: State Systemic Improvement Plan (SSIP)

Now due at the same time as the SPP/APR

SPP/APR INDICATORS



Indicator 1: Graduation

Percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular high school diploma. (20 U.S.C. 1416 (a)(3)(A))

Indicator 2: Drop Out

Percent of youth with IEPs dropping out of high school. (20 U.S.C. 1416 (a)(3)(A))

Indicator 3 A-D : Assessment for Students with Disabilities

A. Participation Rate

B. Proficiency Rate against grade level standards

C. Proficiency Rate against alternate academic achievement standards

D. Gap in Proficiency Rates for children with IEPs and all students against grade level academic achievement standards

SPP/APR INDICATORS



Indicator 6: Preschool Environments (includes 5-year-olds in Preschool)

Preschool environments: Percent of children aged 3 through 5 with IEPs attending a:

- A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and
- B. Separate special education class, separate school or residential facility.
- C. Receiving special education and related services in the home.

(20 U.S.C. 1416(a)(3)(A))

Indicator 8: Parent Involvement

Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

(20 U.S.C. 1416(a)(3)(A))

SPP/APR INDICATORS



Indicator 14: Post-School Outcomes

Post-school outcomes: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

Enrolled in higher education within one year of leaving high school.

Enrolled in higher education or competitively employed within one year of leaving high school.

Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

(20 U.S.C. 1416(a)(3)(B))

SPP/APR INDICATORS



SPP/APR Stakeholder Requirements



The Introduction Section of the SPP/APR must include:

- **Number of parent members & description of how parent members of the SAP, parent center staff, parents from local and statewide advocacy and advisory committees, and individual parents were engaged in setting targets, analyzing data, developing improvement strategies and evaluating progress;**
- **Description of activities conducted to increase the capacity of diverse groups of parents to support the development and implementation of activities that are designed to improve the outcomes of students with disabilities;**

SPP/APR Stakeholder Requirements



Stakeholder involvement description & requirements must include:

- **Mechanism and Timelines for soliciting public input for target setting, analyzing data, developing improvement strategies, and evaluating progress; and**
- **Mechanisms and timelines for making the results of the target setting, data analysis, development of improvement strategies, and evaluation available to the public**

SPP/APR INDICATOR 1

Indicator 1: Graduation

Percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular high school diploma. (20 U.S.C. 1416 (a)(3)(A))

Current Calculation: Adjusted Cohort Rate- same as ESSA

Updated Calculation: Report the Same Data as in 618 used for Reporting under Section 618

FS009 - Children with Disabilities (IDEA) Exiting Special Education File Specifications

Graduation Rate Comparison

- **Adjusted Cohort Calculation**

SWD (9th-12th) who graduate in four years
with a regular high school diploma
or state defined alternate diploma

SWD who form the adjusted cohort for the
graduating class

- **618 Data-- Event Calculation**

SWD (age 14-21) who exit special education by
graduating with a regular high school diploma

SWD (age 14-21) who exit high school by:
graduating with a regular diploma, graduating
with a state defined alternate diploma,
receiving a certificate, *reaching maximum age,
or dropping out

* Georgia does not use reaching maximum age.

Graduation Rate Comparison

• Adjusted Cohort Calculation

- Includes only high school students who exit school
- Students must graduate in 4 years*
- Alternate Diploma counts as “regular” graduate

*except State Defined Alternate Diploma students for whom cohort reassignment is made

• 618 Data- Event Calculation

- Includes all students age 14-21 who exit school and were enrolled on July 1st in the State
- Students do not have to graduate in 4 years
- Alternate Diploma does not count as “regular” graduate

Graduation Rate Implications

- Initial calculations with the Annual Event graduation calculation formula indicate that the graduation rate will show an increase of more than 6 percent.
- Target setting will have to examine the incremental progress expected for graduation rate for the FFY2020-2025 SPP/APR Package.
- There will now be 2 different graduation rates for students with disabilities.
 - Adjusted Cohort Graduation Rate- used for ESSA for Title I
 - Annual Event Graduation Rate- used for SPP/APR for OSEP

SPP/APR INDICATOR 2

Indicator 2: Dropout

Percent of youth with IEPs dropping out of high school.
(20 U.S.C. 1416 (a)(3)(A))

Current Calculation: Use the annual event school dropout rate for students leaving a school in a single year determined in accordance with the National Center for Education Statistic's Common Core of Data

Updated Calculation: Report the Same Data as in 618 used for Reporting under Section 618
FS009 - Children with Disabilities (IDEA) Exiting Special Education File Specifications

Dropout Rate Comparison

- **Annual Event Dropout Rate Calculation**

**Total Number of SWD in 9th – 12th who
Dropout in High School
Total Number of SWD in 9th-12th**

- **618 Exiters Calculation**

**Total Number of Students (ages 14-21) who
exited special education due to Dropping Out
Total Number of all SWD (ages 14-21) who
exited school due to:
graduating with a regular diploma, graduating
with a state defined alternate diploma,
receiving a certificate, *reaching maximum
age, or dropping out**

* Georgia does not use maximum age.

Dropout Rate Comparison

Annual Event Dropout Rate Calculation

- The denominator contains all SWD enrolled in grades 9-12 (relatively large number)
- The numerator includes 9th – 12th SWD who dropout in high school

618 Exitters Calculation

- The denominator includes only SWD students age 14-21 enrolled on July 1st who exit school (relatively small number)
- The numerator includes age 14-21 who exit special education by dropping out

Dropout Rate Implications

- Initial calculations with the Exited Calculation formula indicate that the dropout rate will **increase** by 7 percent or more.
- Target setting will have to examine the incremental progress expected for dropout rate for the FFY2020-2025 SPP/APR Package.
- The dropout and graduation rate will be much more closely aligned-- no large gaps!

SPP/APR INDICATOR 3

Assessment 20 U.S.C. 1416 (a)(3)(A))

No major changes in calculations- additional components added



Prior SPP/APR Indicator Components

- A. Indicator 3A – Reserved
- B. Participation rate for children with IEPs
- C. Proficiency rate for children with IEPs against grade level and alternate academic achievement standards

Current SPP/APR Indicator Components

- A. Participation rate for children with IEPs
- B. Proficiency rate for children with IEPs against grade level academic achievement standards
- C. Proficiency rate for children with IEPs against alternate academic achievement standards
- D. Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards

Assessment Calculations

A. Participation Rate Percent

$$\frac{\text{\# of children with IEPs participating in an assessment}}{\text{total \# of children with IEPs enrolled during the testing window}}$$

Calculate separately for reading and math for grades 4, 8, and high school

Include all students enrolled both Full Academic Year & Not Full Academic Year

Must have an IEP at testing time

Change in
Grades

B. Proficiency Rate Percent (grade level achievement standards)

$$\frac{\text{\# of children with IEPs scoring at or above proficient against grade level academic achievement standards}}{\text{total \# of children with IEPs who received a valid score and a proficiency level on the regular assessment}}$$

Calculate separately for reading and math for grades 4, 8, and high school

Include all students enrolled both Full Academic Year & Not Full Academic Year

Must have an IEP at testing time

Split into
B & C

Assessment Calculations

C. Proficiency Rate Percent (alternate achievement standards)

Split into
B & C

(# of children with IEPs scoring at or above proficient against alternate academic achievement standards
total # of children with IEPs who received a valid score and a proficiency level on the **alternate assessment**

Calculate separately for reading and math for grades 4, 8, and high school
Include all students enrolled both Full Academic Year & Not Full Academic Year
Must have an IEP at testing time

D. Proficiency Rate Gap (students with IEPs compared to all students)

NEW

Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards for the 2020-2021 school year subtracted from the proficiency rate for all students scoring at or above proficient against grade level academic achievement standards for the 2020-2021 school year

Calculate separately for reading and math for grades 4, 8, and high school
Include all students enrolled both Full Academic Year & Not Full Academic Year
Must have an IEP at testing time
Only grade level academic achievement standards, not alternate standards

SPP/APR INDICATOR 6

Preschool LRE 20 U.S.C. 1416 (a)(3)(A)

No changes in calculations- additional component added

Prior SPP/APR Indicator Components

Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a:

- A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and
- B. Separate special education class, separate school or residential facility.

Current SPP/APR Indicator Components

Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a:

- A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and
- B. Separate special education class, separate school or residential facility.
- C. Receiving special education and related services in the home.

Preschool LRE Implications

- A low number of students are served in the home environment.
- The low number of students in the home environment will be expected to decrease across the years of the SPP/APR package.

SPP/APR INDICATOR 8

Indicator 8: Parent Involvement

Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

(20 U.S.C. 1416(a)(3)(A))

Calculation Changes: None

Updated Analysis: Representativeness Requirements are Solidified

SPP/APR INDICATOR 8

Parent Involvement 20 U.S.C. 1416 (a)(3)(A))

Prior Analysis Requirements

Include the State's analysis of the extent to which the demographics of the parents responding are representative of the demographics of children receiving special education services.

States **should consider** categories such as race and ethnicity, age of the infant or toddler, and geographic location in the State.

Current Analysis Requirements

When reporting the extent to which the demographics of the children for whom parents responded to surveys are representative of the demographics of children receiving special education services, States **must include** race and ethnicity in their analysis (**beginning with FFY 2021 submission due February 2023**).

At least one of the following demographics: age of student, disability category, gender, geographic location, and/or another category approved through the stakeholder input process.

SPP/APR INDICATOR 14

Indicator 14: Post-School Outcomes

Post-school outcomes: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

Enrolled in higher education within one year of leaving high school.

Enrolled in higher education or competitively employed within one year of leaving high school.

Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

(20 U.S.C. 1416(a)(3)(B))

Calculation Changes: **No Changes**

Updated Analysis: **Representativeness Requirements are Solidified**

SPP/APR INDICATOR 14

- **Beginning with the FFY 2021 SPP/APR, due Feb. 1, 2023**, when reporting the extent to which the demographics of respondents are representative of the demographics of youth who are no longer in secondary school and had IEPs in effect at the time they left school, States **must include** race and ethnicity in its analysis.

In addition, the State's **analysis must include at least one of the following demographics:**

- disability category
- gender,
- geographic location,
- and/or another demographic category approved through the stakeholder input process

CONCLUSION

- New SPP/APR Requires much higher level of stakeholder input
- Graduation and Dropout calculations are much more interrelated
- More Assessment analysis-- particularly the gap analysis
- Greater emphasis on the representativeness of respondents in Indicators 8 and 14

Thank
you

